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ABSTRACT

Because of the existence within the states of Pennsylvania, Maryland and West Virginia of pockets of populations near the state borders that are underserved in regard to access to higher education, an information Tri-State Reciprocity Committee (TSRC) was convened to investigate the possibility of developing a tri-state tuition reciprocity agreement. The TSRC created a steering committee to research the reciprocity issue, including existing models and potential for political support. This report of the steering committee contains the following: an account of steering committee processes and findings; summary of research on interstate tuition reciprocity; recommendations based on the potential for political support; a review of relevant literature; and nine concluding recommendations (the first is to formalize the TSRC, the rest concern recommended TSRC activities). Attached to the report are executive summaries on the following topics: "Interinstitutional Cooperation: A Planning Strategy for Achieving Academic Program Development"; "Tuition and Fee Recommendations"; "Interstate Reciprocity: Minnesota-Wisconsin Model"; "Alabama and Georgia Tuition Waiver Agreement"; "Regional Student Exchange Programs for Public Institutions of Higher Education"; and "The New England Regional Student Program". An annotated bibliography of the documents used in the literature review is provided, followed by demographic data on the three states. (KM)

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TRI-STATE RECIPROCITY STEERING COMMITTEE REPORT

to the

TRI-STATE RECIPROCITY COMMITTEE

submitted by

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April 8, 1988

Hagerstown, Maryland

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TRI-STATE RECIPROCITY STEERING COMMITTEE REPORT

April 8, 1988

I. INTRODUCTION

The states of Pennsylvania, West Virginia and Maryland are well endowed with institutions of higher education, both public and private. Every major population center is served by a variety of levels and types of institutions, yet there are in each state pockets of underserved populations. These underserved pockets exist because of geography or demographic factors. In many instances these underserved areas are located near state borders. Frequently residents of these areas are situated more conveniently to a higher education institution in the adjacent state. When this institution is a public institution, an out-of-state tuition fee is charged which can be two or three times the resident fee. Often this charge discourages the out-of-state student. Tuition reciprocity is one answer to such a problem.

Inter-state tuition reciprocity is an idea whose time has come in a number of states across the U.S.A. Simply put, tuition reciprocity is an agreement which allows citizens of one state to have access to the higher education system of another state at the same cost as a citizen of that state. The actual working out of a reciprocity agreement, however, can be far more complex.

West Virginia and Maryland have had a small tuition reciprocity agreement, highly specific as to numbers and programs since 1978. West Virginia has several tuition reciprocity agreements with other states including Ohio and Kentucky. Pennsylvania has no tuition reciprocity agreements.

On May 28, 1987, an informal Tri-State Reciprocity Committee, (TSRC) consisting of 31 members from the states of Maryland, Pennsylvania, and West Virginia, convened on the campus of Garrett Community College in McHenry, Maryland. The purpose of the meeting was "to see whether interested parties

could find sufficient basis for pursuing a tri-state tuition reciprocity agreement". The Committee expressed interest in determining whether (1) establishing new or expanding existing tuition reciprocity programs in the tri-state area would benefit residents and (2) whether sufficient political support exists for interstate tuition reciprocity agreements.

An informal special six-member steering committee with two members (one state and one college representative) from each of the three states was appointed to research the tuition reciprocity issue. The steering committee was charged to: (1) research existing tuition reciprocity models, (2) ascertain potential for political support, and (3) prepare a presentation and recommendation for the committee as a whole by Spring 1988.

II. STEERING COMMITTEE PROCESSES AND FINDINGS

Following the May 28th, 1987 charge by the committee as a whole, the Tri-State Reciprocity Steering Committee convened for seven full day sessions. On July 9th, the steering committee met at Garrett Community College to begin fulfilling the TSRC's first two charges. During the first committee meeting, the steering committee determined that West Virginia and Maryland had established some enabling legislation in 1974 and 1978, respectively. Legislation is found in the West Virginia Code Chapter 18-26010e and in the Annotated Code of Maryland 16-407 (a) (2). Pennsylvania has no such enabling legislation.

During an August 15 meeting, the steering committee realized that no tri-state tuition reciprocity agreements could come about without passage of enabling legislation in Pennsylvania. To ascertain the possibility for such legislation, the committee decided to contact members of the Pennsylvania legislature. Members of the legislature indicated an interest in the tuition reciprocity concept and expressed a willingness to introduce enabling legislation for Pennsylvania in 1988.

In its August 15 meeting, the committee also discriminated among articles directly related to tuition reciprocity and other inter-and intra-state reciprocity plans. More than 1,800 studies were identified during the search process, but only 20 studies were examples of regional, statewide, or multi-state tuition reciprocity agreements. Committee members volunteered to write executive summaries for the pertinent articles as well as a rationale for the non-inclusion of several articles.

The committee then began the process of writing its report. A decision was made to include demographic data to support the report's narrative. Additional research articles were identified, reviewed, and considered for inclusion. The new articles showed that there were additional long-term, comprehensive compacts in existence. During a follow-up probe of these existing long-term compacts, it was determined that several had been in existence at least 10 years and were still working to serve student needs.

The final report was prepared following a March 4th conference call. Each committee member explored new information and made decisions related to the preparation of the last document draft.

III. SUMMARY OF RESEARCH ON INTERSTATE TUITION RECIPROCITY

PROCESS

To begin a review of the relevant literature, the Tri-State Reciprocity Steering Committee initiated several computer sweeps of indexed literature. These sweeps resulted in rather lengthy lists of publications, most of which were not truly related to interstate tuition reciprocity, and the great majority of which dealt with bi-institutional academic articulation agreements. After eliminating these documents, those remaining were reviewed for information related to tuition differentials, interstate or multiple-state compacts, and studies of such agreements or compacts. Upon examination, many documents proved to be only peripherally related to what the committee defined as its chief focus: finding legal precedents for, as well as, economic,

social, educational, and political commentaries upon interstate reciprocity agreements. The committee prepared executive summaries of relevant articles. An annotated bibliography lists some marginally relevant documents, perceived to be beyond the scope of the committee's present search.

OVERVIEW OF SUMMARIZED DOCUMENTS

Interstate reciprocity agreements reported in the educational literature cover the range from (1) exchanges based on geography and/or program availability allowing residents to attend, at in-state tuition rates, institutions in neighboring state (Washington, Oregon and Idaho agreements) to (2) agreements which allow students free choice across state lines but with state balance of payment provisions to alleviate imbalances between states (the Minnesota-Wisconsin model) to (3) geographically broader compacts covering multiple states but with closely defined student access to programs (the Common Market approach of the Southern Regional Educational Board; programs under WICHE, the Western Interstate Commission for Higher Education; and those of NEBHE, the New England Board of Higher Education).

In addition to models documented in scholarly sources, a number of agreements surfaced from anecdotal as well as printed sources. Agreements between West Virignia and Maryland fall into this category, as do programs involving institutions in Ohio and New York.

Analysis of interstate agreements revealed that interstate agreements; (1) benefit state residents by expanding their educational opportunities, (2) improve management of higher education by encouraging economies in establishing or maintaining high cost programs (such as those in veterinary science), (3) benefit the economy of the receiving state in excess of uncharged tuition revenues, and (4) strengthen the economic position of participating states by expanding the pool of educated, trained manpower.

IV ASCERTAIN POTENTIAL FOR POLITICAL SUPPORT

It is the opinion of this committee that (1) the enabling legislation in West Virginia is sufficiently broad in scope and so adaptable to a wide variety of purposes as to be suggested as a possible model of such legislation, and (2) the current enabling legislation in Maryland provides a base from which expansion might proceed.

In view of the above opinion, the committee believes that there now exists reasonable potential for further political support. Therefore, the committee recommends (1) continued support of the current enabling legislation in West Virginia, (2) consideration of the West Virginia legislation as a model for proposing enabling legislation in Pennsylvania, (3) expansion of current enabling legislation in Maryland, and (4) development of regional/institutional compacts between the three pairs of states.

During a November 12 meeting with Senator J. William Lincoln of Pennsylvania, Senator Lincoln indicated that he would propose enabling legislation for Pennsylvania early in 1988. This committee will continue to cooperate with his office and to assist Senator Lincoln in drafting the enabling legislation he intends to propose.

V. DEMOGRAPHICS

In addressing its charge to ascertain the potential for support of tuition reciprocity agreement development, the steering committee collected relevant demographic data. These data are presented in Appendix A as here listed:

Public Colleges and Universities in Maryland, Pennsylvania and West Virginia	i
Map of Public Colleges and Universities in Maryland, Pennsylvania and West Virginia	iv
Map of Maryland County Population (1985)	v
Maryland Higher Education Participation Rate (1985)	vi
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Maryland Undergraduate Tuition Rates at Public Colleges and Universities	xiii
Pennsylvania Undergraduate Tuition Rates at Public Colleges and Universities	xiv
West Virginia Undergraduate Tuition Rates at Public Colleges and Universities	xv

VI A REVIEW OF RELEVANT LITERATURE

To begin a review of the relevant literature, the Tri-State Reciprocity Steering Committee initiated several sweeps of indexed literature available by computer. Using several presumably appropriate descriptions, these sweeps resulted in rather lengthy lists of publications, most of which were not truly related to interstate tuition reciprocity. The great majority of these publications dealt with academic articulation agreements and were of no value to the Committee. With the lists shortened by these exclusions, the remaining documents were searched for information related to tuition differentials, interstate or multiple state compacts, and studies of such agreements or compacts. Upon examination, many of these remaining documents proved to be only peripherally related to the chief focus of the Committee's search: finding legal precedents for, as well as, economic, social, educational and political commentaries upon, interstate reciprocity agreements.

The search for related literature has resulted in only a small number of relevant documents. Executive summaries of these documents have been prepared as a part of this report.

Listed in Annotated Bibliography A, are documents which were perceived to be beyond the scope of the Committee's search because they dealt only with intrastate matters or because they involved only a single institution or professional issue.

VII RECOMMENDATIONS

The steering committee proposes adoption of the following recommendations in order to position the Tri-State Reciprocity Committee (TSRC) to be effective in promoting the establishment of tuition reciprocity agreements among the public institutions of higher education in Maryland, Pennsylvania, and West Virginia.

RECOMMENDATION 1

That action be taken to formalize the TSRC.

RECOMMENDATION 2

That the TSRC continue to meet at least annually in order to:

a) inform interested parties as to developments in new research findings on local, regional, and national tuition reciprocity agreements;

b) promote action leading to additional or expanded interstate tuition reciprocity agreements.

RECOMMENDATION 3

That the TSRC support enactment of legislation for Pennsylvania and Maryland modeled on the West Virginia legislation which will enable all public institutions to participate in tuition reciprocity agreements.

RECOMMENDATION 4

That the TSRC promote, among interested parties and institutions, recognition and use of the appropriate board in each state, namely the Maryland State Board for Higher Education, the Maryland State Board for Community Colleges, the Pennsylvania State Board of Education, and the West Virginia Board of Regents.

RECOMMENDATION 5

That the TSRC, recognizing the authority of these state boards, support them in facilitating and fostering the expansion and development of appropriate tuition reciprocity programs.

RECOMMENDATION 6

That the TSRC support existing inter-institutional reciprocity agreements, such as the long-standing agreement among Garrett Community College, Hagerstown Junior College, Frederick Community College, Shepherd College and West Virginia University.

RECOMMENDATION 7

That the TSRC encourage expansion of existing agreements to include more programs, additional institutions, and populations currently underserved.

7a) More programs - The current Maryland-West Virginia agreement should be expanded to include additional programs.

This action will require approval by the Maryland State Board for Community Colleges and the West Virginia Board of Regents.

7b) More Institutions - The current Maryland-West Virginia agreement should be expanded to include other community colleges in Maryland providing that West Virginia provides additional space at its institutions for Maryland residents. This action will require changes in Maryland law and approval by the West Virginia Board of Regents.

7c) Underserved Populations - Maryland and Pennsylvania should explore reciprocity arrangements giving particular attention to underserved populations in South Central Pennsylvania. The Maryland-West Virginia model could be used whereby two different regions of the two states are involved. Or Harrisburg could appropriate funds to pay the higher out-of-state tuition for certain of its citizens enrolled at Maryland institutions.

RECOMMENDATION 8

That the TSRC develop processes to facilitate additional inter-institutional initiatives in tuition reciprocity agreements. Such processes might include feasibility studies, pilot projects, trial relationships, etc.

RECOMMENDATION 9

That the TSRC, as a long-range goal, work to develop acceptance of the concept of interstate tuition in pursuit of a broad regional agreement.

EXECUTIVE SUMMARY WITH EMPHASIS ON INTERSTATE TUITION RECIPROCITY

INTERINSTITUTIONAL COOPERATION: A PLANNING STRATEGY FOR ACHIEVING ACADEMIC PROGRAM DEVELOPMENT

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[86]

For more than sixty years, institutional cooperation has been used as a planning strategy by state governing boards and their constituent institutions. Viewed as a viable means to maximize the use of limited resources for academic programming, such cooperation practiced by two or more state governing boards or institutions can help insure that (1) not every state or institution needs to be comprehensive in its academic program offerings; (2) high-cost, low-demand academic programs are not duplicated; (3) resources are allocated or reallocated more efficiently across the region, among institutions and groupings of states; (4) institutional resources are combined or coordinated to improve program effectiveness; and (5) student access to uncommon academic programs is protected.

Interstate cooperation may be defined as two or more states, represented by their respective governing boards and/or institutions engaging in agreements to serve each others populations, neighboring or nearby states having good probabilities for successful arrangements. Areas of cooperation include articulation agreements, educational exchange programs, and student exchange programs.

State governing boards have integrated cooperative approaches within the planning considerations which guide the development of statewide plans. Institutional concerns for survival in face of economic or market conditions

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which negatively affect enrollment and degree program offerings have encouraged voluntary consideration of cooperative ventures as a planning strategy for academic program development. Mutual benefit is the obvious motivation for such cooperation.

Serious commitment or long-term use of cooperative agreements must address these interrelated questions:

1. How might student access to higher education as measured by travel time, and residential/work displacement and inconvenience be affected?

2. What immediate or long-term effect might the product or functional requirements of interinstitutional cooperative approaches have on faculty personnel practices and academic freedom?

3. How might institutional accountability be measured and defined; and which institutions, individually or collectively, should be ultimately responsible for demonstrating and achieving institutional accountability relative to the effective and productive use of state funding?

4. If consortiums and higher educational institutions are capable of coordinating voluntary interinstitutional cooperation, what role and power of state governing boards are required to achieve academic program development?

5. What immediate or long-term effect might interinstitutional cooperative approaches have on local, state, and Federal funding policies which affect higher education?

EXECUTIVE SUMMARY WITH EMPHASIS ON
INTERSTATE TUITION RECIPROCITY

TUITION AND FEE RECOMMENDATIONS

WASHINGTON STATE
PUBLIC HIGHER EDUCATION
1975-1977

Council on Higher Education
908 East Fifth Avenue
Olympia, Washington 98504

December, 1974

The Council on Higher Education for the State of Washington is directed to study levels of fees and charges to students and, when necessary, make recommendations to the states institutions. Recommendations contained in this report include that limited reciprocity agreements be sought to enable persons in counties adjoining the border of Washington, Oregon, and Idaho to attend community colleges in the other states without payment of a nonresident differential.

The Council's report on community college roles and missions calls attention to problems associated with servicing sparcely-populated areas of Washington and notes that the situation in areas on the periphery of the State, and in border states, could be improved by active reciprocal agreements with these states.

Examples of situations that could be improved, as identified in that report, are:

a. Residents of southern Pacific County being permitted to attend Clatsop Community College in Astoria, Oregon.

b. Facilitating efforts in Oregon to establish a community college in The Dalles through arrangements for residents of Klickitat County to attend such an institution.

Tuition and Fee Recommendations

c. Residents of Garfield, Asotin, and southern Whitman Counties being permitted to attend Lewis and Clark State College in Lewiston, Idaho.

No present Washington community college is in as good a position as these border state institutions to service the needs of these residents.

Conversely,

a. Lower Columbia College in Longview is in a good position to service the needs of residents of Columbia County, Oregon;

b. Beneficial cooperative arrangements could be developed by Walla Walla, Columbia Basin and Blue Mountain (Oregon) Community Colleges to better meet the needs of residents of that part of the Columbia River Basin area.

c. Access to Spokane community colleges would expand the educational opportunities for residents of Coeur D'Alene, Idaho.

It is recommended that such reciprocity agreements be authorized for a two-year period subject to similar action by adjoining states. No "balance of payments" approach is proposed for this period. In this way it will be possible to determine with accuracy the student flow and the benefits to the respective states. This recommendation is particularly important in view of the proposed increase in nonresident fees for the community colleges.

EXECUTIVE SUMMARY WITH EMPHASIS ON INTERSTATE TUITION RECIPROCITY

INTERSTATE RECIPROCITY: MINNESOTA-WISCONSIN MODEL

David B. Laird, Jr.
Minnesota Higher Education Coordinating Commission, St. Paul

July 14, 1974

This document assesses the experience of the Minnesota and Wisconsin program of student reciprocity. Under terms of the Reciprocity Agreement all residents of both states are eligible for waiver of nonresident tuition increments at any public institution in either state.

A reasonable approach to arranging interstate tuition reciprocity might be based on the following policy objectives:

1) To increase immigration of students to public institutions where spaces are available;
2) To service high-cost and low-demand educational needs on an interstate regional basis;
3) To enhance educational opportunities and realistic access for state residents without incurring additional capital expenditures or fixed costs.

Enrollment data under this reciprocity agreement, initiated in 1969, supports the comments which follow.

Experience suggests that institutional and statewide leaders must support the desirability of enhanced student opportunity and be prepared for differential institutional impact.

The most exciting planning prospects arise from the opportunity for two or more states to pool resources for the purpose of supporting programs for which the actual costs may be high, the demand low, or the ability of one state insufficient to develop alone. Support for the underlying philosophy of the program from governors, legislative leaders, and educational leaders in both states has minimized theoretical and potential backlash.

From the Minnesota-Wisconsin experience, it is possible to conclude that whatever procedural problems exist in reciprocity may be overcome through candid negotiations and a sharing of essential information. The most difficult hurdles are those of a conceptual and financial nature. If a state cannot subscribe to the desirability of enhancing opportunity and diversity for its residents while providing a foundation for substantive interstate planning, then participation in a reciprocal arrangement is likely to be relatively one-sided or shallow, or both.

It would be misleading to court the assumption that Minnesota and Wisocnsin have not had problems in the development of their agreement. The problems have ranged from simple managerial ineptitude to philosophical differences pertaining to the fund accounting mechanism and who should be the essential players in the interstate program planning. The experience has, nevertheless, been relatively successful due to a prevailing spirit of the need to cooperate, to legislative and executive support, and to the growing impact on the educational careers of many students.

Overall, the reciprocity program has been effective in increasing opportunity and accessibility for a significant number of students from both states, developed initial examples of interstate program planning, and provided a continuing foundation on which substantive discussions and planning activities may be built.

EXECUTIVE SUMMARY

ALABAMA AND GEORGIA TUITION WAIVER AGREEMENT

NEWS
Department of Postsecondary Education
Montgomery, Alabama

A reciprocity agreement between The Alabama College System and Georgia postsecondary vocational institutions, waives out-of-state tuition for two-year college students in Alabama and postsecondary vocational education students in Georgia.

The agreement will primarily benefit colleges located near the Alabama-Georgia state line. In Alabama these include Chattahoochee Valley, Southern Union State Junior College in Wadley, Wallace State Community College/Dothan and Alexander City State Junior College. Georgia vocational institutions located near the Alabama line include Troup County Area Vocational Technical School in La Grange and Columbus Technical College.

Students taking advantage of the tuition waiver will be admitted on a space available basis and will be subject to in-state tuition rates.

Expanding postsecondary education options for students in both states, tuition waivers are much less costly than new programs and new facilities to accommodate the needs of business and industry and will boost economic development in both states. Georgia students can pursue an associate in applied science degree by taking advantage of existing programs in Alabama, thereby satisfying the demands of corporations that employ residents of both states.

The Alabama State Board of Education voted to support tuition waiver agreements with two-year colleges in neighboring states at its February 1986 meeting and has authorized The Alabama College System to assume leadership in developing reciprocity agreements with other two-year systems in the Southeast.

EXECUTIVE SUMMARY WITH EMPHASIS ON
INTERSTATE TUITION RECIPROCITY

REGIONAL STUDENT EXCHANGE PROGRAMS FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION

William S. Patrick

College and University Winter 1977

The Carnegie Commission on Higher Education recently recommended that various states take advantage of an opportunity to initiate and expand programs which promote the interstate mobility of students. The Commission stated the following:

> "It is recommended that states enter into reciprocity agreements for the exchange of both undergraduate and graduate students in those situations where the education system of each of the states will be enhanced by such an exchange agreement." (Who Pays?, April 1974 p. 146)

Regional agencies or organizations such as the Southern Regional Education Board (SREB) and the Western Interstate Commission on Higher Education (WICHE) continue to serve as vehicles for the exchange of undergraduate and other students. They continue to use contracts with a variety of state agencies, foundations, and the federal government to provide support for regional programs.

The Southern Regional Educational Board was responsible for the publication of a booklet entitled "The Academic Common Market". This publication identifies fourteen states, namely; Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia as members.

In order to implement the common market concept two critical provisions were established for the program:

1. Each state participating will have complete control over which academic programs it will make available to residents of the other participating states;

2. There will be no money exchanged between the participating states even if an "imbalance" should develop in the "trading" of students among the states.

Apparently the common market approach to regional cooperation continues to offer an alternative to the dilemma of scarce financial resources for higher education institutions at the same time when there is greater demand for a broad variety of education opportunities.

The Western Interstate Commission for Higher Education is a public agency through which the people of the west work together across state lines to expand and improve education beyond high school. There is no similar organization for east coast states at this point in time. The purposes of WICHE are as follows:

1. Seek to increase educational opportunities for western youth.
2. Assist colleges and universities to improve both their academic program and their institutional management.
3. Aid in expanding the supply of specialized manpower in the West.
4. Help colleges and universities appraise and respond to changing educational and social needs in the region.
5. Inform the public about the needs of higher education.

The states of Minnesota and Wisconsin agreed that residents of either state could attend public colleges and unviersities in the other state on the payment of resident fees. In effect, the agreement eliminates boundary between the two states for educational purposes. (Minnesota-Wisconsin Public Higher Education Reciprocity Agreement 1975-76). An annual review of losses in tuition experienced by both states is provided for in the agreement. There is also a provision for a payment to be made to the state experiencing the greatest loss of out-of-state fees.

The Oregon Department of Higher Education officially adopted a rule endorsing student exchange programs.

The State Board of Higher Education in North Dakota officially adopted a policy statement endorsing the concept of exchange programs. The document stated that all state institutions of higher education should charge tuition and collect that tuition from each non-resident student in the amount determined by the State Board of Higher Education. The amount for an undergraduate student should not be less than the average non-resident tuition charged for the preceding Fall registration by the state institution in the states bordering North Dakota.

The Illinois Board of Higher Education is considering a reciprocity agreement between Illinois and Missouri which would allow Missouri students to pay resident tuition at Illinois Institutions of Higher Education. Illinois students would have the same opportunity at public colleges and universities in Missouri.

New England's state universities including the six states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont have joined together in a cooperative exchange program. The program allows tudents who qualify to receive admissions preference among out-of-state applicants and these students are charged the equivalent in-state tuition fees.

The National Student Exchange Program offers an opportunity for study at a college or university in a new geographic, cultural, or academic setting within the United States. The student does not pay out-of-state tuition and fees.

The Committee on Institutional Cooperation is an organization composed or representatives from the big ten universities plus the University of Chicago. This program encourages the Traveling Scholar Program which is a student exchange program that permits the participating institutions to grant reciprocity for selected graduate students in special fields of study.

A joint agreement between the Baord of Regents at the University of Nebraska and the Board of Curators at the University of Missouri allows qualified students from Missouri to register in special programs at the University of Nebraska and pay resident fees. Similarly, students from Nebraska are permitted to register in various programs at the University of Missouri and pay resident fees.

Michigan and Wisconsin have tuition exchange programs and Kansas and Missouri have similar tuition exchange programs.

It becomes apparent that much activity has taken place on the national level with enabling legislation and interstate compacts to make student exchange programs beneficial to the participants. More needs to be done to expand the opportunity for tuition reciprocity agreements and to make it easier for students to attend colleges and universities across state lines.

EXECUTIVE SUMMARY

THE NEW ENGLAND REGIONAL STUDENT PROGRAM

The New England Board of Higher Education (NEBHE), established by the New England Higher Education Compact, facilitates cooperation among the colleges and universities of the six New England states in order to make the most efficient use of their higher education resources and to widen educational opportunities for their residents. The New England Regional Student Program of the NEBHE advances these purposes by encouraging institutions to improve existing programs rather than to duplicate programs available at other institutions and by allowing students the broadening experience of going to college out of state - for a course of study not available to them in-state at affordable cost.

The New England Regional Student Program (NERSP) provides (1) that any New England resident has access, at reduced tuition fees, to courses of study in the other states if it is not offered in the home state and (2) that New England residents, at reduced tuition fees, have access to out-of-state two year colleges closer to their legal residence than a home-state two-year college offering the same course of study. Under both provisions, the reduced tuition fee is in effect only for a course of study offered under the plan. Preference in admissions among out-of-state applicants is granted to New England residents at the undergraduate level by all the public institutions and at the graduate level by the state colleges (universities not included).

A further provision under NERSP, applying only to residents of Connecticut, Massachusetts, Rhode Island, and Vermont, permits access, at reduced tuition fees, to any public four-year college (universities not included) in one of the other three states if it is closer to the place of legal residence than a similar institution in the home state offering the same course of study.

ANNOTATED BIBLIOGRAPHY A

ED 270 141
Improving the Articulation/Transfer Process between Two-and Four-Year Institutions.

Not useful at this time because article focuses on articulation arrangements within four Western states rather than upon interstate processes. May be useful later for student tracking.

ED 276 492
Palmer, Jim. Bolstering the Community College Transfer Function.

Not useful because, while mentioning several states, article concerned only with intrastate community college/baccalaureate program articulation.

ED 274 786
Hosch, India. Educational Progression of Licensed Practical Nurses to Registered Nursing Programs.

Not useful because it deals only with intrastate articulation of West Virginia nursing programs.

ED 273 306
The Community College of Baltimore's Ford Foundation Bridge Project: Summary Status Report. May 1984.

Not useful because limited to discussion of articulation within a single urban area with no nearby state boundaries.

ED 271 174
Changes: Schenectady County Community College Overview, 1985-86. 30 January 1986.

Not useful at this time because scope limited to examination of performance within a single institution.

ED 271 131
Peterson, James and Stephen Bailey. Interim Report on the AAC-Mellon Project from Knox College. June 1986.

Not useful at this time because concerned with the relationship of a private baccalaureate institution with junior college transfers within the same state (Illinois).

ED 270 185
Self Study Report, 1986. Rio Salado Community College.

Not useful because scope limited to the examination of performance within a single institution.

ED 270 176
Conrath, Richard C. New Partnerships: The Community College in Prison. Issues and Trends in Corrections Education. April 1986.

Not useful because scope limited to junior college prison programs within a single state (Michigan).

ED 278 433
Carey, Diane et al. Partnerships for Excellence: High Schools and Community Colleges. ACCCA Management Report, 1986-87/2

Not useful because limited to community college/high school program articulation within a single institution (Sacramento City College).

TRI-STATE RECIPROCITY STEERING COMMITTEE

Public Junior Colleges, Colleges and Universities
in Maryland, Pennsylvania and West Virginia

MARYLAND

Junior and Community Colleges

1.	Allegany Community College	Cumberland
2.	Anne Arundel Community College	Arnold
3.	Catonsville Community College	Baltimore Co.
4.	Cecil Community College	North East
5.	Charles County Community College	La Plata
6.	Chesapeake College	Wye Mills
7.	Community College of Baltimore	Baltimore
8.	Dundalk Community College	Dundalk
9.	Essex Community College	Baltimore Co.
10.	Frederick Community College	Frederick
11.	Garrett Community College	McHenry
12.	Hagerstown Junior College	Hagerstown
13.	Harford Community College	Bel Air
14.	Howard Community College	Columbia
	Montgomery College	Rockville
15.	Germantown Campus	Germantown
16.	Rockville Campus	Rockville
17.	Tacoma Park Campus	Tacoma Park
18.	Prince George's Community College	Largo
19.	Wor-Wic Tech. Community College	Salisbury

Colleges and Universities

20.	University of Baltimore	Baltimore
21.	Bowie State	Bowie
22.	Coppin State	Baltimore
23.	Frostburg State	Frostburg
	University of Maryland	
24.	Baltimore County	Catonsville
25.	College Park	College Park
26.	Eastern Shore	Princess Anne
27.	University College	College Park
28.	Morgan State	Baltimore
29.	St. Mary's College of Maryland	St. Mary's City
30.	Salisbury State	Salisbury
31.	Towson State	Towson

PENNSYLVANIA

Junior and Community Colleges

32.	Bucks County Community College	Newtown
33.	Butler County Community College	Butler
	Community College of Allegheny County	Pittsburgh
34.	Allegheny Campus	Pittsburgh
35.	Boyce Campus	Monroeville

36.	South Campus	West Mifflin
37.	Community College of Beaver County	Monaca
38.	Community College of Philadelphia	Philadelphia
39.	Delaware County Community College	Media
40.	Harrisburg Area Community College	Harrisburg
41.	Lehigh County Community College	Schnecksville
42.	Luzerne County Community College	Nanticoke
43.	Montgomery County Community College	Blue Bell
44.	Northhampton County Area CC	Bethlehem
45.	Reading Area CC	Reading
46.	Westmoreland County CC	Youngwood
47.	Williamsport Area CC	Williamsport

Colleges and Universities

48.	Bloomsburg U. of Pa.	Bloomsburg
49.	California U. of Pa.	California
50.	Cheyney U. of Pa.	Cheyney
51.	Clarion U. of Pa.	Clarion
52.	East Stroudsburg U. of Pa.	East Stroudsburg
53.	Edinboro U. of Pa.	Edinboro
54.	Indiana U. of Pa.	Indiana
55.	Kutztown U. of Pa.	Kutztown
56.	Lincoln U. of Pa.	Lincoln University
57.	Lock Haven U. of Pa.	Lock Haven
58.	Mansfield U. of Pa.	Mansfield
59.	Millersville U. of Pa.	Millersville
60.	Pennsylvania State University	University Park
61.	Allentown	Fogelsville
62.	Altoona	Altoona
63.	Beaver	Monaca
64.	Behrend College	Erie
65.	Berks	Reading
66.	Delaware County	Media
67.	DuBois	DuBois
68.	Fayette	Uniontown
69.	Harrisburg (Capital College)	Harrisburg
70.	Hazleton	Hazleton
71.	McKeesport	McKeesport
72.	Mont Alto	Mont Alto
73.	New Kensington	New Kensington
74.	Ogontz	Abington
75.	Schuylkill	Schuylkill Haven
76.	Shenango Valley	Sharon
77.	Wilkes-Barre	Lehman
78.	Worthington Scranton	Dunmore
79.	York	York
80.	University of Pittsburgh	Pittsburgh
81.	Bradford	Bradford
82.	Greensburg	Greensburg
83.	Johnstown	Johnstown
84.	Titusville	Titusville
85.	Shippensburg U. of Pa.	Shippensburg
86.	Slippery Rock U. of Pa.	Slippery Rock
87.	Temple University	Philadelphia
88.	West Chester U. of Pa.	West Chester

WEST VIRGINIA

Junior and Community Colleges

89.	Parkersburg CC	Parkersburg
90.	Potomac State College of W.V.U.	Keyser
	Southern West Virginia CC	
91.	Logan Campus	Logan
92.	Williamson Campus	Williamson
93.	West Virginia Northern CC	Wheeling

Colleges and Universities

94.	Bluefield State College	Bluefield
95.	Concord College	Athens
96.	Fairmont State College	Fairmont
97.	Glenville State College	Glenville
98.	Marshall University	Huntington
99.	Shepherd College	Shepherdstown
100.	West Liberty State	West Liberty
101.	West Virginia Institute of Technology	Montgomery
102.	West Virginia State College	Institute
103.	West Virginia University	Morgantown

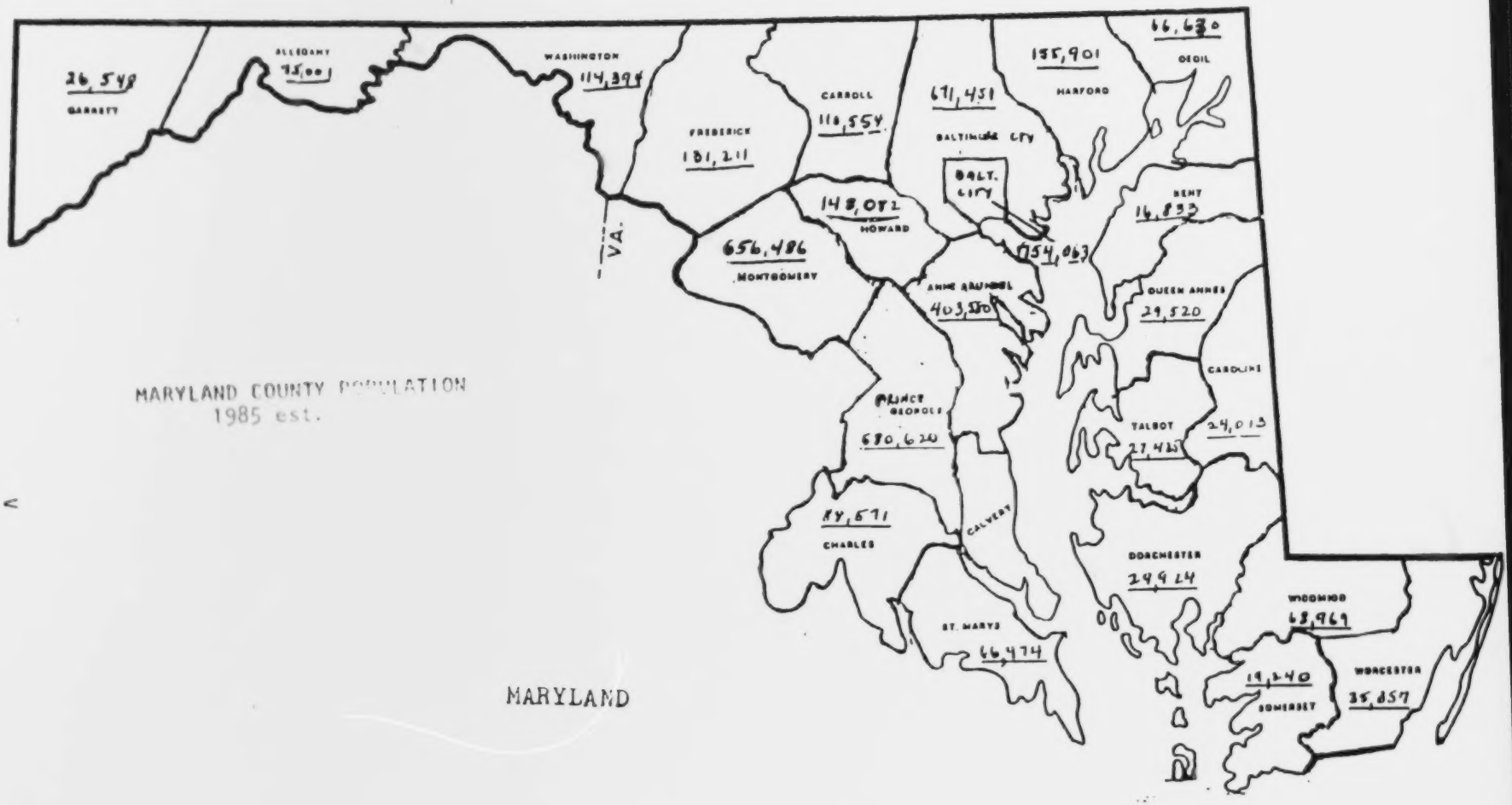
Graduate and Medical Centers

MARYLAND

104.	University of Maryland	Baltimore City

PENNSYLVANIA

105.	Penn State-Hershey Medical Center	Hershey
106.	King of Prussia Graduate Center	King of Prussia



MARYLAND COUNTY POPULATION
1985 est.

MARYLAND

MARYLAND

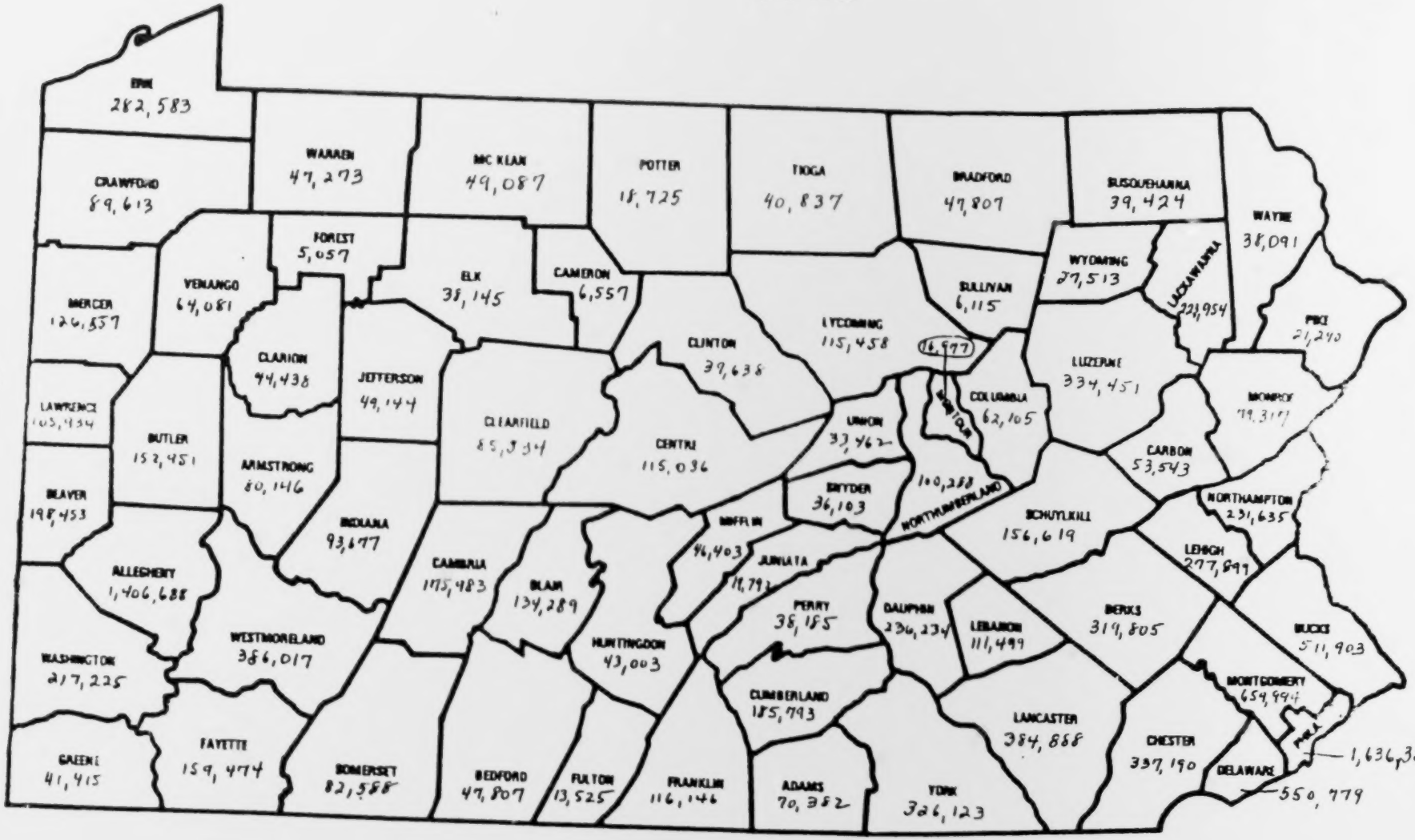
HIGHER EDUCATION PARTICIPATION RATE
NEW FULL-TIME FRESHMEN TO TOTAL HIGH SCHOOL GRADUATES

Political Subdivision	Fall 1985 New Full-time Freshmen[1]	FY 1985 High School Graduates[2]	Participation Rate
Allegany County	459	1,082	42.4%
Anne Arundel County	1,783	5,065	35.2
Baltimore City	2,376	7,601	31.3
Baltimore County	3,091	8,105	38.1
Calvert County	145	592	24.5
Caroline County	66	287	23.0
Carroll County	427	1,441	29.6
Cecil County	175	826	21.2
Charles County	315	1,365	23.1
Dorchester County	75	367	20.4
Frederick County	545	1,619	33.7
Garrett County	75	370	20.3
Harford County	787	2,212	35.6
Kent County	52	183	28.4
Montgomery County	3,697	9,018	41.0
Prince George's County	2,984	8,812	33.9
Queen Anne's County	110	353	31.2
Somerset County	54	162	33.3
St. Mary's County	155	929	16.7
Talbot County	70	304	23.0
Washington County	434	1,515	28.6
Wicomico County	228	680	33.5
Worcester County	95	427	22.2
Statewide	19,047	55,175	34.5%

1 Source: State Board for Higher Education.
(Includes full-time students in two-year and four-year Maryland public colleges and universities.)

2 Source: State Department of Education.
(Includes public and private high school graduates.)

PENNSYLVANIA COUNTY POPULATION
1985 est.



PENNSYLVANIA

PENNSYLVANIA

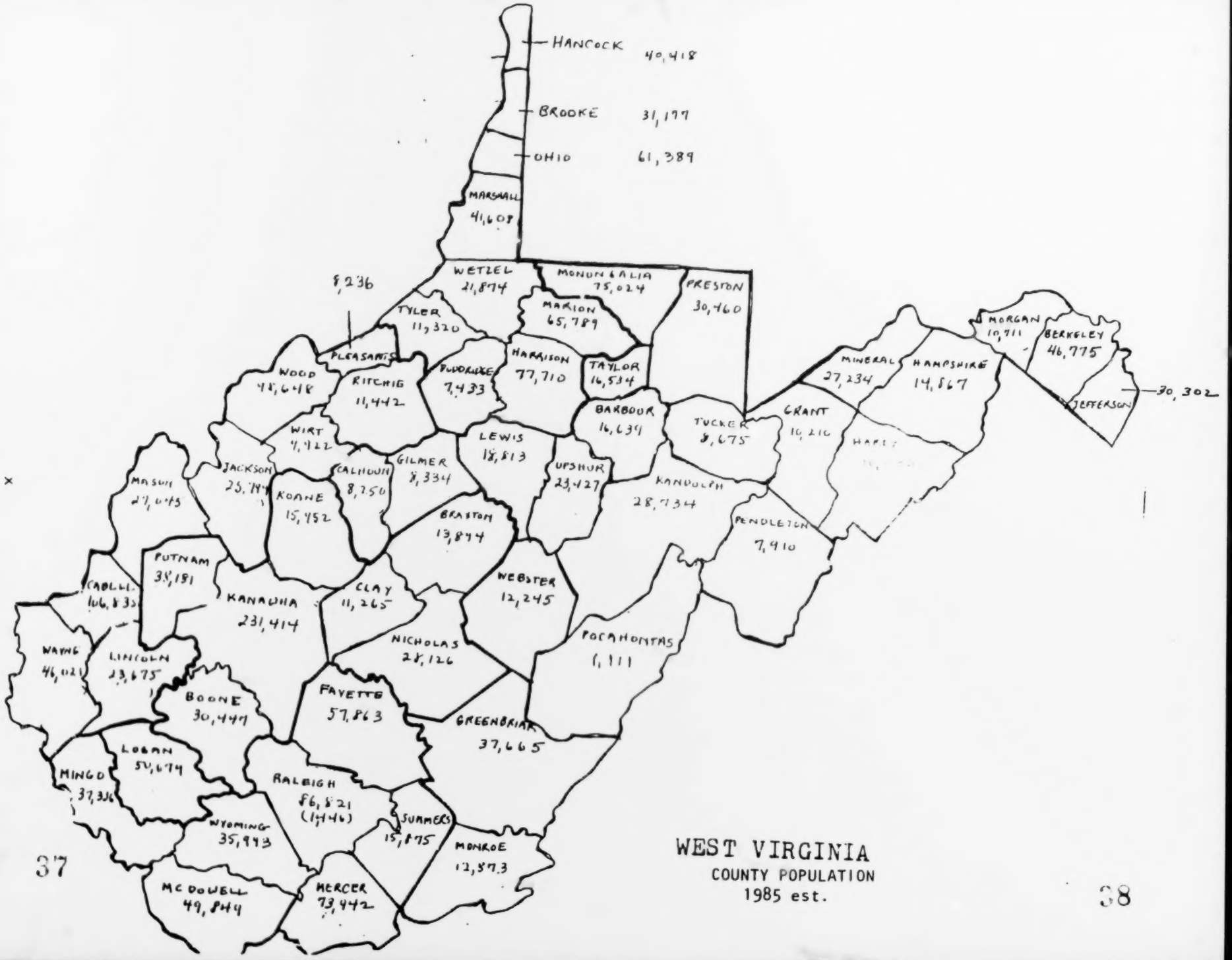
HIGHER EDUCATION PARTICIPATION RATE
NEW FULL-TIME FRESHMEN TO PUBLIC HIGH SCHOOL GRADUATES

County	Fall 1986 New Full-time Freshmen	FY 1986 Pub HS School Graduates	Participation Rate
Adams	139	791	17.6%
Allegheny	4753	14430	32.9
Armstrong	327	1252	26.1
Beaver	597	2383	25.9
Bedford	104	663	15.7
Berks	780	3422	22.8
Blair	411	1590	28.5
Bradford	198	947	20.9
Bucks	1777	5686	31.3
Butler	670	1854	36.1
Cabria	570	1993	28.6
Cameron	32	86	37.2
Carbon	196	636	30.8
Centre	407	1088	37.4
Chester	893	3898	22.7
Clarion	161	680	26.8
Clearfield	331	1199	27.6
Clinton	117	439	26.7
Columbia	291	875	33.3
Crawford	184	916	20.0
Cumberland	790	2413	32.7
Dauphin	705	2234	31.6
Delaware	1461	4732	30.8
Elk	141	494	28.5
Erie	611	3156	19.3
Fayette	404	1801	22.4
Forest	16	77	20.8
Franklin	267	1422	18.8
Fulton	28	179	15.6
Greene	111	556	20.0
Huntingdon	95	522	18.5
Indiana	361	1073	33.6
Jefferson	140	648	21.6
Juniata	37	257	14.4
Lackawanna	471	2190	21.5
Lancaster	733	3696	19.8
Lawrence	299	1272	23.5
Lebanon	185	1272	14.5
Lehigh	877	2790	31.4
Luzerne	1236	3563	34.7

PENNSYLVANIA

HIGHER EDUCATION PARTICIPATION RATE
NEW FULL-TIME FRESHMEN TO PUBLIC HIGH SCHOOL GRADUATES

County	Fall 1986 New Full-time Freshmen	FY 1986 Pub HS School Graduates	Participation Rate
Lycoming	450	1358	32.4%
McKean	167	665	25.1
Mercer	424	1427	28.7
Mifflin	113	559	20.2
Monroe	240	861	27.9
Montgomery	1884	6382	18.6
Montour	43	170	25.3
Northhampton	841	2630	32.0
Northumberland	245	1109	22.1
Perry	110	493	22.3
Philadelphia	2586	9539	27.1
Pike	25	127	19.7
Potter	63	255	19.7
Schuylkill	380	1599	23.8
Snyder	93	405	23.0
Somerset	214	961	22.3
Sullivan	26	87	29.9
Susquehanna	95	547	17.4
Tioga	155	549	28.2
Union	86	311	27.9
Venango	205	878	23.3
Warren	144	589	24.4
Washington	617	2673	23.1
Wayne	115	547	24.4
Westmoreland	1587	4944	32.1
Wyoming	66	405	16.3
York	621	3557	17.5
TOTAL	34,140	122,871	27.8



WEST VIRGINIA
COUNTY POPULATION
1985 est.

WEST VIRGINIA

HIGHER EDUCATION PARTICIPATION RATE
NEW FULL-TIME FRESHMEN TO PUBLIC HIGH SCHOOL GRADUATES

County	Fall 1986 New Full-time Freshmen	FY 1986 Pub HS School Graduates	Participation Rate
Barbour	36	195	18.5%
Berkeley	166	675	24.6
Boone	79	355	22.3
Braxton	41	162	25.3
Brooke	125	495	25.3
Cabell	337	1112	30.3
Calhoun	29	97	29.9
Clay	34	152	22.4
Doddridge	18	89	20.2
Fayette	183	609	30.0
Gilmer	44	101	43.6
Grant	33	141	23.4
Greenbrier	115	462	24.9
Hampshire	53	210	25.2
Hancock	166	492	33.7
Hardy	28	139	20.1
Harrison	330	910	36.3
Jackson	117	344	34.0
Jefferson	88	308	28.6
Kanawha	768	2628	29.2
Lewis	56	241	23.2
Lincoln	80	272	29.4
Logan	229	606	37.8
Marion	298	788	37.8
Marshall	172	532	32.3
Mason	101	357	28.3
McDowell	114	476	23.9
Mercer	284	824	34.5
Mineral	143	405	35.3
Mingo	131	435	30.1
Monongalia	354	770	46.0
Monroe	36	168	21.4
Morgan	21	129	16.3
Nicholas	109	334	32.6
Ohio	172	724	23.8
Pendleton	27	96	28.1
Pleasants	46	119	38.7
Pocahontas	26	113	23.0
Preston	89	438	20.3
Putnam	180	569	31.6

WEST VIRGINIA

HIGHER EDUCATION PARTICIPATION RATE
NEW FULL-TIME FRESHMEN TO PUBLIC HIGH SCHOOL GRADUATES

County	Fall 1986 New Full-time Freshmen	FY 1986 Pub HS School Graduates	Participation Rate
Raleigh	201	944	21.3%
Randolph	84	324	25.9
Ritchie	19	140	13.6
Roane	45	183	24.6
Summers	40	117	34.2
Taylor	65	181	35.9
Tucker	29	114	25.4
Tyler	57	153	37.3
Upshur	45	278	16.2
Wayne	196	604	32.5
Webster	59	137	43.1
Wetzel	108	369	29.3
Wirt	19	81	23.5
Wood	427	1244	34.3
Wyoming	111	471	23.6
TOTAL	6963	23,412	29.7

UNDERGRADUATE TUITION PER SEMESTER
AT MARYLAND PUBLIC COLLEGES/UNIVERSITIES
(FULL-TIME STUDENTS)
FISCAL YEAR 1987

	In-State	Out-of-State
University of Maryland		
College Park	$1,601	$4,447
Eastern Shore	1,492	4,188
Baltimore County	1,640	4,516
Board of Trustees of State Colleges and Universities		
Bowie State College	$1,683	$2,999
Coppin State College	1,529	2,849
Frostburg State College	1,572	2,892
Salisbury State College	1,886	3,206
Towson State University	1,614	2,934
University of Baltimore	1,592	3,070
St. Mary's College	2,050	3,770
Morgan State University	1,538	3,275
Community Colleges		
Systemwide average (17 institutions)	$960	$3,330

UNDERGRADUATE TUITION PER SEMESTER
AT PENNSYVANIA PUBLIC COLLEGES/UNIVERSITIES
(FULL-TIME STUDENTS)
FISCAL YEAR 1987

State-Related Universities	In-State	Out-of-State
Pennsylvania State University		
Behrend College	$1,646	$2,631
Harrisburg (Capital College)	1,646	2,631
University Park	1,646	2,631
Commonwealth Campuses	1,563	2,631
University of Pittsburgh *Arts & Sciences)		
Bradford	1,675	3,350
Greensburg	1,675	3,350
Johnstown	1,675	3,350
Pittsburgh	1,675	3,350
Titusville	1,600	3,350
Temple University	1,757	3,086
State System		
Bloomsburg University of Pa.	1,060	1,778
California University of Pa.	1,060	1,778
Cheyney University of Pa.	1,060	1,778
Clarion University of Pa.	1,060	1,778
East Stroudsburg University of Pa.	1,060	1,778
Edinboro University of Pa.	1,060	1,778
Indiana University of Pa.	1,060	1,778
Kutztown University of Pa.	1,060	1,778
Lincoln University of Pa.	1,060	1,778
Lock Haven University of Pa.	1,060	1,778
Mansfield University of Pa.	1,060	1,778
Millersville University of Pa.	1,060	1,778
Shippensburg University of Pa.	1,060	1,778
Slippery Rock University of Pa.	1,060	1,778
West Chester University of Pa.	1,060	1,778

Junior and Community Colleges	In-County	Out-of-County	Out-of-State
Bucks County CC	616	1,397	2,153
Butler County CC	561	1,197	1,833
Community College of Allegheny County	528	1,056	1,833
Community College of Beaver County	$39/cr.	$91/cr.	$120/cr.
Community College of Philadelphia	$49/cr.	$98/cr.	$147/cr.
Delaware County CC	483	1,083	1,539
Harrisburg Area CC	$42.25/cr.	$84.50/cr.	$126.75/cr.
Lehigh County CC	$43.50/cr.	$92.50/cr.	$141.50/cr.
Luzerne County CC	$41/cr.	$82/cr.	$123/cr.
Montgomery County CC	572	1,217	1,862
Northhampton County Area CC	$46/cr.	$95/cr.	$144/cr.
Reading Area CC	$40/cr.	$80/cr.	$120/cr.
Westmoreland County CC	$34/cr.	$68/cr.	$102/cr.
Williamsport Area CC	$112.40/cr.	$112.40/cr.	$172.25/cr.

UNDERGRADUATE TUITION AND FEES PER SEMESTER
AT WEST VIRGINIA PUBLIC COLLEGES AND UNIVERSITIES
(FULL-TIME STUDENTS)
FISCAL YEAR 1987

Universities	In-State	Out-of-State
Marshall	$548	$1,423
West Virginia	658	1,648
Colleges		
Bluefield State College	460	1,215
Concord College	465	1,220
Fairmont State College	461	1,216
Glenville State College	467	1,212
Shepherd College	465	1,220
West Liberty State College	468	1,223
West Virginia Institute of Technology	485	1,265
West Virginia State College	469	1,224
Community and Junior Colleges		
Parkersburg CC	300	1,010
Southern West Virginia CC	300	1,010
West Virginia Northern CC	303	1,013
Potomac State College of W.V.U.	467	1,222